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ABSTRACT

This study concerns two questions regarding staff recruitment and balancing in junior colleges: (1) should college administrators attempt to balance staff in terms of marital status, religion, age, politics, etc.; and (2) do they achieve the balance they are seeking. Administrators involved in faculty recruitment in the Kern Joint Junior College District were interviewed, and all faculty members in the district answered a questionnaire regarding their perceptions on why they were hired. Responses showed that Kern administrators attempted to hire faculty mainly on the basis of academic and educational skill. However, there were some preferences for younger people with innovative ideas. Although no deliberate effort was made, a balance of personal factors was achieved. The majority of both faculty and recruiting administrators perceived the same hiring criteria. (MS)

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Balance of Staff by Junior College Recruiters

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Education 441-D  
December 20, 1969

UNIVERSITY OF CALIF.  
LOS ANGELES

JAN 1 9 1970

CLEARINGHOUSE FOR  
JUNIOR COLLEGE  
INFORMATION

JC 700 022

## Balance of Staff by Junior College Recruiters

The success of an educational institution is more dependent on the quality of the instructional staff than any other factor. Therefore, the instructor selection process is the most important responsibility of the school administrator.

Yet the recruiting process is, by admission of most administrators and faculty members, a highly subjective one; thus a very difficult process to measure. Research of the recruiting process in community colleges is minimal. As the Junior College Research Review has reported:

The need for qualified faculty members is an issue of continuing concern for all levels of education. This problem has become intense in the two year college--Presently there are 34,427 faculty members teaching 1,954,116 students in 993 junior colleges. In 1980, student enrollments are expected to swell beyond 3,000,000 in 1,200 junior colleges. The subsequent demand for additional faculty members will assure top priority for personnel recruitment during the coming decade.<sup>1</sup>

The focus of this paper must be upon the role of the administrator--superintendent, president or dean--not department heads or faculty members. According to a 1967 National Science Foundation Report that contrasted junior college hiring with four year college hiring practices, the junior college administrator acted as the recruiting agent in two-thirds of the districts studied; the department head acted as the principle recruiting agent in only one-third of the colleges; in the four year institutions percentages were reversed with the department head assuming the main responsibility in two-thirds of the cases.<sup>2</sup>

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<sup>1</sup>"Faculty Recruitment," Junior College Research Review, Volume 4, No. 1, September 1969, p. 1.

<sup>2</sup>Haworth, Leland J. The Junior College and Education in the Sciences, National Science Foundation, Washington, D.C. 1967.

### Purpose and Technique of Study

The purpose of this paper is to investigate one phase of recruitment policy, that of staff balance. The basic questions to be answered are 1) Should junior college administrators attempt to balance staff in terms of certain personal characteristics such as marital status, religious beliefs, political philosophy of candidates, age, etc., and 2) Do they indeed achieve the balance for which they are striving.

The question of balance was first brought to my attention in my first year of teaching at Bakersfield College when I informed my fellow faculty members that I had been a Republican candidate for the state legislature the year before I was interviewed. I was informed by several of them that I probably had been hired to give a "Republican balance" to the staff that year. So in this paper I have attempted to discover if recruiting administrators weigh factors other than academic qualifications, classroom skill, etc., in picking candidates.

In an attempt to answer these questions, I interviewed administrators involved in the recruiting process in the Kern Joint Junior College District--a superintendent, two college presidents, a former assistant for the district, and an assistant dean of instruction.

Then I sent a questionnaire (see Appendix for copy) to all faculty members in the district to determine their perceptions on why they were hired. Of the 290 sent out to Bakersfield College, Porterville College and Desert Division, 167 were returned, a rate of return of 58 per cent.

### District Recruiting Process

In order to understand what role the administrators interviewed played in the recruiting process, a brief description of the process as carried out in the Kern College District is necessary.

The process begins with each college president preparing for the Superintendent a list of staff needs for the next school year, based on anticipated enrollment increases and staff retirements or resignations. Department chairmen play a major role in determining this list. Then in February the superintendent and president begin the interview trips. The assistant dean of instruction and department heads have the responsibility for interviewing "walk in" candidates who come to the college.

At the conclusion of the initial interview each candidate is rated on a rating sheet (See Appendix) on a scale from 1 to 3. A perfect candidate is 1, in between candidates 1-, 2 plus, and 2-. 2- and 3 ratings are unacceptable candidates. A conference is held between the appropriate college department head, the dean of instruction, and president to discuss the candidates. A concensus is reached and the recommendation is made to the Superintendent who makes the formal offer to the candidate. Department heads related to me that they felt that their preferences for candidates are generally followed.

It is obvious that the rating of the candidates during the initial interview is the key part of the selection process. Poorman reports that faculty members perceive the interview as the most important part of the staffing process.<sup>3</sup>

#### Recruiting Attitudes of Administrators

The interviewed administrators agreed that academic background, grasp of educational problems, teaching experience should play the most important role in determining qualifications of a candidate. The question of personal factors or a balance of these factors must play a secondary role. It was generally agreed that the larger a college, the less difficult the problem of staff balances becomes; the smaller the college, the more necessary it is to balance a staff in regard to personal characteristics on a year to year basis.

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<sup>3</sup>Poorman, Robert Lewis, An Investigation of Selected Staffing Practices Used in Employing Junior College Instructors, Doctor of Education Thesis, University of California, Los Angeles, June 1964.

If all candidates are marginal (recipients of 2 and 2- ratings) that is, fail to meet the criteria as posed by the rating sheet, it is best to leave the job unfilled and not offer the courses. In other words, if balances are attempted, they are only attempted with candidates that are otherwise qualified.

It is important that the candidate be "alive" in the interview, have convictions and be able to articulate them with vigor. Scholarship achievements in the classroom do not always relate themselves to a candidate's potentiality as a teacher. Three administrators summarized this with words to the effect that a candidate "simply must come on strong in the interview."

One interviewing administrator felt that he could size up a candidate in 5 to 10 minutes (given the fact he had read credential materials on the candidate before the interview), and that the rest of the interview was involved in selling the district to the interviewee with whom he is impressed.

A candidate must exhibit empathy for the student and particularly the junior college student. Many candidates interviewed have demonstrated that they had no idea of what the community college was all about. Administrators admitted what might be considered a bias--all other things being equal, a candidate who had attended a junior college himself, would be favored over a candidate who had not.

A Ph.D. candidate or an actual Ph.D. is looked on with some suspicion as he has generally gone to junior college interviews because he has been rejected by four year colleges or universities, and is regarding the junior college as a stepping stone.

A candidate who expresses a favorable attitude toward education innovation rather than the traditional emphasis is regarded with favor. No attempt is made to achieve some sort of balance between innovative teachers and traditional teachers.

It might be noted that the above description of a good candidate does not correspond with the balance of qualities listed on the district rating sheet. One administrator did state that cultural interest outside one's precise field attracted him to a candidate. Another felt that the criteria "sense of humor" listed on the sheet played a heavy role with him.

#### Balance of Personal Characteristics

Generally administrators who recruited for Bakersfield College (240 full time teaching staff) felt that the balance of personal factors took care of themselves because of the large amount (30-40), who are recruited each year, but all believed that a balance of the factors listed below were a desirable long term staffing goal to achieve.

Age--Most recruiters felt that in the bracket 25-55, the most qualified candidate be picked regardless of age. But if two candidates are equally qualified, the younger one should generally be picked. He would be familiar with the latest developments in his discipline, would be more receptive to new ideas, and would have a better chance to "relate" to the students. Generally this preference seemed to take care of itself since the majority of those who appeared for interviews were in the 22-35 age bracket. Occasionally an interviewee in the older age bracket came over very strong in the interview, particularly recently retired military service personnel. However, generally younger people are more apt to possess those alive, innovative attitudes that were mentioned as so crucial in the above paragraphs.

The following figures taken from the official district recruiting reports from the last two years would seem to back up this preference for younger individuals:

**Age and Years of Teaching Experience: New Teachers 1957, 68 Total 84**

<u>Age</u>	<u>Distribution</u>	<u>Years Teaching Experience</u>	<u>Distribution</u>
20-25	15	No experience	26
26-30	23	1-5 years	29
31-35	15	6-10 years	18
36-40	9	11-15 years	5
41-45	11	16-20 years	4
46-50	5	21-25 years	1
51-55	5	More than 25	1
56-60	1		

Sex, Marital Status, and Number of Children--More males than females apply, so more males are hired. A count of all 303 members of the school district faculty gives a total of 219 males (72 per cent), females 28 per cent. Administrators related that if department heads report on an overbalance of either males or females has been developing over the years an effort to balance this might be attempted.

The feeling was that a candidate's marital status is not taken into strong consideration, but one administrator did express the belief that "marriage is a normal thing" and that an unmarried older person, particularly male, is looked at a bit more closely.

There was some tendency to favor families with children. This type would be more apt to stay and settle down, though this in itself can be a problem if later on the administrator is trying to decide whether or not to retain a person for tenure. However, generally a married person does make a more reliable individual, according to one administrator because of the steady influence exerted by his or her spouse.

Political Philosophy--No attempt is made to get a balance of liberals and conservatives, democrats and republicans, but political extremists in the opinion of all administrators save one, are ruled out, on the basis of why hire an individual who is a potential administrative headache. Two strong Republicans were hired for the Social Science staff in one year, but administrators did not know until after they had been teaching what their political affiliation was.

The concensus was that a person who did have obvious political background or stated political views was valuable, not because of affiliation he stated, but that he has political convictions and could state them clearly, thus making him a more desirable teacher.

Religion--The California Fair Employment Practices Act<sup>4</sup> forbids any pre-employment inquiries about religion. Thus, recruiting administrators related they seldom were aware of the religious affiliation of a candidate unless he volunteered the information in the interview. Generally religious activity described in the pre-employment form indicated another interest in community involvement and thus makes the candidate attractive. One administrator did mention that in small towns from the standpoint of community relations, it was desirable to have a mixture of all leading faiths in that community on the faculty.

Race--All administrators acknowledged that a deliberate, conscious effort is being made to bring a better racial balance to the staff, i.e., more Blacks and Browns, but the feeling was all candidates must still be qualified. Qualified minority instructors are hard to recruit, especially in non-metropolitan areas like Kern County.

Geographic balance--Though both the interviews and the questionnaire made no mention of a geographic balance, all recruiters took the stand that in order to

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<sup>4</sup>Guide to Lawful and Unlawful Pre-employment Inquiries, Fair Employment Practice Commission, State of California, p. 2.

eliminate a provincial outlook and to encourage the influx of ideas, a preference in times is given to out of the area candidates. In the last 4 years Kern County administrators have recruited 49 per cent of faculty through initial interviews in placement offices in California colleges, 34 per cent from interviews at the campuses themselves and 17 per cent from initial interviews in out of state campus placement offices.

#### **Studies on Balance of Personal Factors**

Some studies have been made on the question of balance of personal factors accomplished by recruiting administrators. It should be emphasized that the figures that these studies reveal are totals and no mention is made in the studies of whether these balances were consciously achieved.

Poorman relates the following breakdown on personal factors among 450 junior college teachers hired in the state of California for the year 1962-63. All balances are in percentages:<sup>5</sup>

<u>Age</u>	<u>Distribution</u>	<u>High School Experience</u>	<u>Distribution</u>
20-24	4	None	51
25-29	23	1-3 years	22
30-39	47	4-10	28
40-49	21	over 10	.5
50 or over	4	<u>Elementary Experience</u>	
Median age	34.8	None	89
		1-3 years	6
		4-10	5
		over 10	.2

<sup>5</sup>Poorman, op. cit. pp. 46-60.

<u>Marital Status</u>	<u>Distribution</u>	<u>Military Experience</u>	<u>Distribution</u>
Single	19	None	68
Married	74	1-3 years	20
Divorced	6	4-10	10
Widow	1	Over 10	2
<u>Size of Families</u>		<u>Highest Degree Held</u>	
No Children	33	None	4
1-3	58	Bachelors	18
4 or more	9	Masters	72
<u>Junior College Experience</u>		<u>Doctorate</u>	
None	85		
1-3 years	10		
4-10	5		
more than 10	2		
<u>Senior College Experience</u>			
None	81		
1-3	10		
4-10	7		
More than 10	2		
<u>Non-Teaching Experience</u>			
None	65		
1-3	13		
4-10	9		
Over 10	9		

An American Association of Junior Colleges study in 1963 related that in 1963 out of 2,783 new faculty members across the country, the group could be characterized as:

- 1) median age 33 (three quarters in the 20-39 age bracket)
- 2) 75 per cent male
- 3) 75 per cent married
- 4) highest degree held--doctorate 7 per cent, masters 73, bachelors 19, no degree, 1.<sup>6</sup>

A 1964 AAJC occasional paper did deal with minimal qualities for a junior college faculty candidate. Those listed were: Masters degree or Bachelors plus experience in a vocation; and a balance--"the faculty must be selected from a variety of sources, experiences, approaches, and reactions."<sup>7</sup>

B. Lamar Johnson relates there is a trend away from hiring local high school teachers. Whereas approximately half of those hired were high school teachers, the figure is expected to push to as low as 30 per cent.<sup>8</sup>

The argument in favor of hiring local high school teachers with strong subject matter background is that it will add strength to the staff, enhance the reputation of the college with the community, fill aspirations of teachers and minimize recruiting problems and expenses. The argument against it is that it would lower standards and make the community college just another neighborhood

<sup>6</sup>Siehr, Hugo; Jenrich, John K.; Hereford, Earl T. Problems of New Faculty Members in Community Colleges, 1963, p. 9.

<sup>7</sup>Wattenberg, James L. "Guidelines for Securing and Organizing A Staff for a New Junior College," Establishing Junior Colleges. Occasional Report No. 5, UCLA, Jan. 1964, p. 82.

<sup>8</sup>Johnson, B. Lamar, Islands of Innovation, Occasional Report No. 6, UCLA page 18.

high school and cause bad relations with those administrators who recruit for the local secondary district.<sup>9</sup>

#### Faculty Questionnaire

Virtually no search has been done as to faculty view of the recruiting process. With this in mind I sent the aforementioned questionnaire to all college district faculty originally hired for the purpose of full time teaching.

An overwhelming reaction both in writing and in verbal conversations of the faculty participants was that the personal factors of age, marital status, number of children, political philosophy, religion and race should not make a difference and an individual should be hired on "qualifications" alone. In fact some reacted to the questionnaire negatively since it suggested the possibility that personal factors might be taken into account.

Of the questionnaires returned the following breakdown was discovered among the faculty members. All the figures indicate percentages when the members were hired:

<u>Age When Hired</u>	<u>Distribution</u>	<u>Marital Status</u>	<u>Distribution</u>
20-24	9	Married	65
25-29	26	Unmarried	26
30-39	42	Divorced	7
40-49	18	Widow	3
50 and over	4		

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<sup>9</sup>Ibid., p. 19.

<u>No. of Children</u>	<u>Distribution</u>	<u>Race</u>	<u>Distribution</u>	
None	4	40	Caucasian	92
1-3		52	Mexican-American	3
More than 4		8	Black	2
			Oriental	1.5
			Other	1.5

<u>Partisan Political</u>	<u>Religion</u>
Democrat	42
Republican	43
Other	4
None	11
	Protestant
	Catholic
	Jewish
	Other
	None

The breakdown of personal factors seems to indicate distributions which are greatly similar to that indicated in national studies of marital status, age and children. Local administrators do seem to have been successful in their efforts to hiring a younger staff as those under 30 is about 7 per cent more than the national average.

Though no deliberate effort was made to achieve a political balance, the balance was indeed achieved. Religious distribution seems to reflect the religious makeup of the community. Three of the four black instructors were hired by administrators for the 1969 school year in response to a growing concern for minority instructors by students and the faculty.

Breakdown on educational background was the following:

<u>Highest degree held</u>	<u>Distribution</u>	<u>Elementary Experience</u>	<u>Distribution</u>
Bachelors	21	None	90
Masters	73	1-3 Years	5
Doctorate	4	4-10	5
AA or Technical	2	More than 10	.5

<u>Junior College Experience</u>	<u>Distribution</u>	<u>Non-Teaching Experience</u>	<u>Distribution</u>
None	85	None	73
1-3 Years	5	1-3 Years	13
4-10	9	4-10	18
More than 10	1	More than 10	6
<u>Senior College Experience</u>		<u>Military Experience</u>	
None	81	None	84
1-3 Years	12	1-3	2
4-10	11	4-10	12
More than 10	6	More than 10	2
<u>High School Experience</u>			
None	46		
1-3 Years	13		
4-10	34		
More than 10	7		

The above breakdowns on academic and teaching backgrounds correlate very closely with Poorman's breakdown on California Junior colleges.

Teachers were asked to indicate a series of personal and academic factors which in their opinion contributed toward their being hired. They were to rate them in intensity from 1 (primary reason for being hired) to 5 (no part at all in being hired.)

	1	2	3	4	5
Age	1	7	22	26	44
Marital Status	0	2	7	16	75
Number of Children	0	.5	2	7	90
Political Philosophy or Party Affiliation	0	.5	1	6	92.5

	1	2	3	4	5
<b>Religious Affiliation</b>	0	.5	1	6	92.5
<b>Race</b>	2	6	10	6	76
<b>Academic Preparation</b>	49	36	10	2	3
<b>Degree Held</b>					
<b>Prior Teaching Experience</b>	35	34	12	9	10
<b>Attitude Toward Education as Expressed in Interview</b>	28	37	18	9	8

The questionnaire recipients were asked to list any factors not mentioned that contributed heavily in their opinion to their being hired. The following additional factors were listed:

<u>Reason</u>	<u>Number of Individuals</u>
The administration desperately needed a person and I was the only one available	10
Was an alumnus of Bakersfield College, a hometown boy, a family friend of one of the administrators	8
Just plain hitting it off well in the interview	4
Placement office really pushed me	2

The faculty members felt the bottom three classifications were the basis for hiring. Academic qualifications received 146 1 and 2 ratings, 85 per cent; teaching experience received 114 1 and 2 ratings, 69 per cent.; and educational philosophy received 104 1 and 2 ratings or 55 per cent. Most of the supplemental comments supplemented the remarks made by the recruiting administrators that they felt personal factors played no part in the hiring process. In many cases they felt that administrators did not know their politics, religion when they were hired.

The factor of race received three 1 ratings. All three who thus marked the race factor were the three newly hired blacks on the Bakersfield College faculty; but all three of these also felt that academic preparation and teaching experience also played a substantial role in their being hired.

Interestingly enough, race received 21 2 and 3 ratings, 16 per cent. Only two of these ratings came from other minority staff members. One interpretation might be that the caucasian members felt they were hired because they were not a member of a minority race. Two of the interviewed faculty who put high priority on the race rating stated that they felt that the administrators in the past perhaps avoided hiring racial minorities.

The factor of age received 44 1, 2 and 3 ratings, 30 per cent. Approximately 80 per cent of these individuals who rated age as a significant factor in their being hired were in the 20-29 age bracket. Those 30 and above did not feel age was particularly a significant factor. This would indicate that the younger members readily perceived the administration position that given two people of equal qualifications, the younger one will generally be picked.

Only three individuals gave political philosophy a 2 or 3 rating--all three of these had been hired to teach in the social science department, where perhaps political philosophy does make the most difference in how the subject is taught. But two of the three felt, as the administration asserted, that their interest in political affairs, not their views per se, contributed to their being hired.

Those who rated marital status 2 and 3 intensity, came from individuals who were married and had children. Unmarried individuals did not feel their status was a factor. A very few commented that their being a male or female (a category inadvertently left out of the questionnaire) perhaps played a minor role in the hiring process. Again, the general response reflects the claim of the recruiters

that marital status does not play a major role, but with all other things being equal, married individuals with families are given slight priorities.

Eight individuals commented that their being alumni of Bakersfield College in their opinion played a heavy role in being hired. Several of them indicated that this factor, the junior college graduate category, should be listed in any future questionnaire about junior college recruiting.

The Porterville faculty did not perceive any more than the Bakersfield faculty that the administration attempted to achieve a balance of the personal factors, despite the admission of the Porterville administrator that given the small size of his institution that a somewhat conscious effort to achieve balance from year to year was necessary.

#### Summary and Conclusion

The recruiting process is a highly subjective one, with most of the decisions made as a result of an initial interview and academic and personal information about the candidate. In the Kern College District administrators attempted to hire mainly on the basis of academic and educational skill criteria. It was hoped that a spread of personal factors would take care of itself. However, all other things being equal, other factors did play a minor role, particularly in regard to hiring younger people with innovative ideas. This preference for youth was perceived by the candidates who were hired.

Though no deliberate effort was made to have a balance through in religion, political affiliation, the balance was successfully achieved.

The most interesting fact was that the faculty and recruiting administrators in the main both perceived the same criteria used for hiring. The rather spirited negative reaction to the questionnaire by a minority of faculty members is probably due to the fact that for sheer preservation of ego most people prefer

to believe that they were hired for academic genius and teaching brilliance alone.

In conclusion, a lot of the decision making on both sides is purely based on the interaction between the recruiter and the interviewee in the initial interview--an interaction which a questionnaire to either recruiter or interviewee would be hard pressed to describe accurately.

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**Interviews**

**Dr. Edward Simonsen, Superintendent, Kern Junior College District**

**Dr. John Eckhardt, Superintendent, Kern High School District,  
formerly college district assistant superintendent and recruiter**

**Burns L. Finlinson, President, Bakersfield College**

**O. H. Shires, President, Porterville College**

**Dr. Frank Wattron, Associate Dean of Instruction, Bakersfield College**

**Appendix A**

**Applicant Rating Sheet**

**Kern Junior College District**

KERN JUNIOR COLLEGE DISTRICT  
BAKERSFIELD, CALIFORNIA  
—APPLICATION SUPPLEMENT—

TEACHING FIELDS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Last Name	First Name	Location of Interview	Date
INTERVIEW NOTES:			

CALIFORNIA CREDENTIAL STATUS

College Preferences

Date

Salary (Class & Step)

— RATING —

PHYSICAL CHARACTERISTICS:

- Countenance
- Posture
- Grooming

VOICE:

- Quality
- Diction

ORAL USE OF ENGLISH:

- Pronunciation
- Usage
- Clarity of Thought

TOTAL RATING

PERSONAL CHARACTERISTICS:

- Emotional Stability
- Sense of Humor
- Cultural Refinement

PROFESSIONAL:

- Preparation
- Attitude
- Confidential File

INTERVIEWER(S)

## **Appendix B**

**Questionnaire and Covering Letter Sent to Faculty Members  
of Kern Junior College District**

November 25, 1969

**Dear Faculty Members:**

You are invited to participate in a study of the recruiting and hiring process in the Kern Junior College District.

As you are probably aware very little research has been done up to this point in the field of recruiting. The only exhaustive systematic study of junior college recruiting was done in 1964 by Robert Poorman, then a staff member at Bakersfield College.

The reason for this dearth of research is that the recruiting process by admission of all who engage in it is highly subjective and not very precise. The purpose of this study is to try to pin-point factors which lead to an individual being hired. Faculty members are being asked to list factors which they think are significant. I am particularly interested to discover if there are any attempts by administrators to maintain balance in hiring, i.e., male-female, married-unmarried, political, religious, etc.

To aid in this study could you please complete the enclosed questionnaire and return it to me in the enclosed envelope within three school days.

A summary of the results of this study will be sent to all Kern Junior College District faculty members.

Thank you.

Yours very truly,

David C. Scott  
Bakersfield College  
1801 Panorama Drive  
Bakersfield, California 93305

DDS:DW.

The purpose of this study is to secure the judgement of junior college teachers as to why they believe they were hired by the college.

To maintain the confidential nature of your response, please return this completed inquiry form in the enclosed self-addressed envelope.

The items to which you are first asked to respond concern factual information which makes it possible to describe the group participating in the study. Please respond to each item by checking the appropriate space or supplying the information requested.

1. When you initially came to your present college were you hired as a full time instructor?

Yes  No

2. At what institution were you hired to teach?

Bakersfield College

Porterville College

Desert Campus

3. What was the academic year for which you were first hired? \_\_\_\_\_

4. What subjects were you hired to teach?

A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Age at which you were hired to teach?

20-24

25-29

30-39

40-49

50 or over

6. Marital status when hired?

Married

Unmarried

Divorced

Widow

Questionnaire - Page 2

7. Number of children when hired.

None

1-3

4 or more

8. Political affiliation when hired.

Democrat

Republican

Other

None

9. Race.

Caucasian

Black

Mexican-American

Oriental

Other

10. Religious affiliation when hired.

Protestant

Catholic

Jewish

Other

None

11. Degrees held when hired.

Bachelors

Masters

Doctorate

Questionnaire - Page 3

12. Prior to the year for which you were initially hired, for how many years had you been regularly employed in:

Junior College	None <input type="checkbox"/>	1-3 <input type="checkbox"/>	4-10 <input type="checkbox"/>	More than 10 <input type="checkbox"/>
Senior College	None <input type="checkbox"/>	1-3 <input type="checkbox"/>	4-10 <input type="checkbox"/>	More than 10 <input type="checkbox"/>
High School	None <input type="checkbox"/>	1-3 <input type="checkbox"/>	4-10 <input type="checkbox"/>	More than 10 <input type="checkbox"/>
Elementary	None <input type="checkbox"/>	1-3 <input type="checkbox"/>	4-10 <input type="checkbox"/>	More than 10 <input type="checkbox"/>
Non-teaching (full-time)	None <input type="checkbox"/>	1-3 <input type="checkbox"/>	4-10 <input type="checkbox"/>	More than 10 <input type="checkbox"/>
Military Service	None <input type="checkbox"/>	1-3 <input type="checkbox"/>	4-10 <input type="checkbox"/>	More than 10 <input type="checkbox"/>

**Questionnaire - Page 4**

Please put an X in the appropriate box opposite each of the following factors, indicating the significance it played, in your opinion, toward your being hired.

- |                                     |                                      |  |                        |                                    |
|-------------------------------------|--------------------------------------|--|------------------------|------------------------------------|
| 1. a primary reason for being hired | 2. a significant role in being hired | 3. played a moderate role in being hired | 4. played a minor role | 5. had no part in your being hired |
|-------------------------------------|--------------------------------------|--|------------------------|------------------------------------|

Age	<input type="checkbox"/>				
Marital Status	<input type="checkbox"/>				
Number of Children	<input type="checkbox"/>				
Political philosophy or party affiliation	<input type="checkbox"/>				
Religious affiliation	<input type="checkbox"/>				
Race	<input type="checkbox"/>				
Academic preparation-degrees held	<input type="checkbox"/>				
Prior teaching experience	<input type="checkbox"/>				
Attitude toward education as expressed in interview	<input type="checkbox"/>				

**Questionnaire - Page 5**

**COMMENTS:** If any other factors not mentioned contributed heavily to your being hired, please list below. Also, if you wish to elaborate on any of your checks, please comment below.